

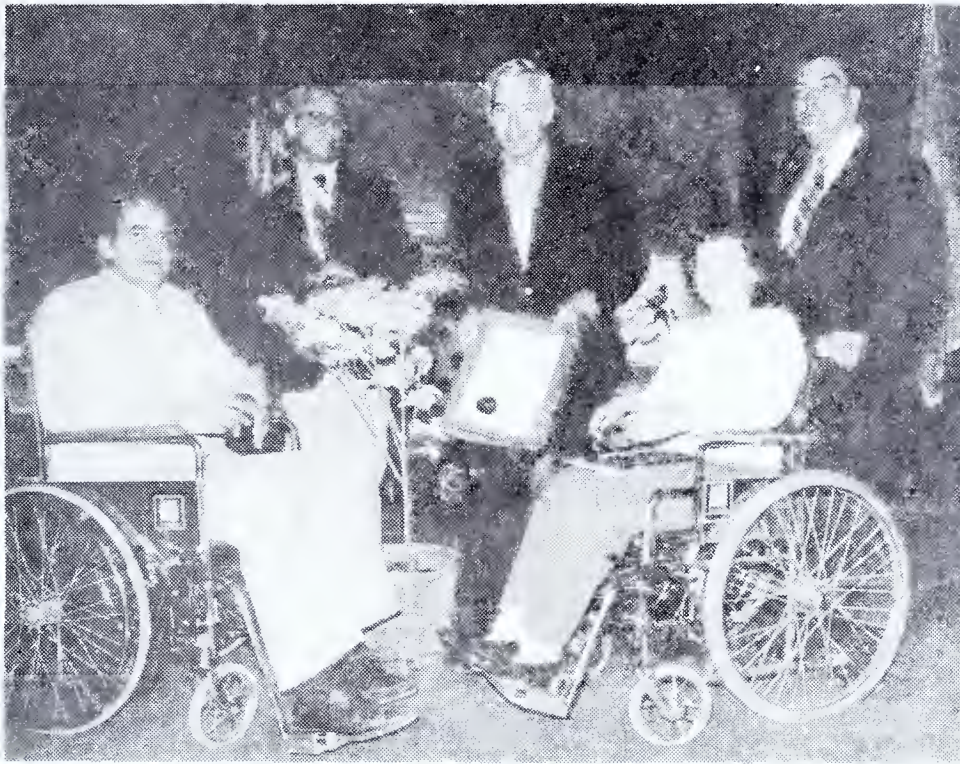


THE GRAND STAND

VOLUME 2, NO. 1

GOVERNOR'S COMMITTEE
FOR THE PHYSICALLY HANDICAPPED

JUNE, 1976



Lt. Governor Ernest P. Kline, on behalf of the Honorable Milton J. Shapp, Governor of the Commonwealth, presented a Proclamation, proclaiming May 1976 as Adult Handicapped Month. The Proclamation was presented to members of the Adult Handicapped Association of Pennsylvania United Cerebral Palsy. In return, the Association presented a Dogwood tree to the Commonwealth that will be planted on the Capitol Grounds and dedicated to the work of the Adult Handicapped in Pennsylvania. Left to Right Rhodes Stauffer, Red Rose Club of Lancaster; Joseph Cohen Pres. of U.C.P. of Pa.; Lt. Governor Ernest P. Kline; Evelyn Stypula, Pres. Adult Handicapped Association; and Stanley Penkala, Public Relations Chairman of U.C.P. of Wyoming Valley.

REGULATIONS FOR AFFIRMATIVE ACTION FOR THE HANDICAPPED

Robert J. Gnidziejko, Ph.D.
Employment Standards Administration
U.S. Department of Labor

On April 16, the finalized regulations for Section 503 of the Rehabilitation Act of 1973 were published in the Federal Register. Section 503 (Affirmative Action for the Handicapped) requires Government contractors and

subcontractors, who have contracts exceeding \$2,500, to take affirmative action to employ and advance in employment qualified handicapped individuals.

Under the regulations a handicapped individual is defined as any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such an impairment.

"Life activities" may be considered to

include communication, ambulation, self-care, socialization, education, vocational training, employment, transportation, adapting to housing, etc. For the purpose of section 503 of the Act, primary attention is given to those life activities that affect employability.

The phrase "substantially limits" means the degree that the impairment affects employability. A handicapped individual who is likely to experience difficulty in securing, retaining or advancing in employment would be considered substantially limited.

"has a record of such an impairment" means that an individual may be completely recovered from a previous physical or mental impairment. It is included because the attitude of employers, supervisors, and coworkers toward that previous impairment may result in an individual experiencing difficulty in securing, retaining, or advancing in employment. The mentally restored, those who have had heart attacks or cancer often experience such difficulty. Also, this part of the definition would include individuals who may have been erroneously classified and may experience discrimination based on this misclassification. This group may include persons such as those who have been misclassified as mentally retarded or mentally restored.

Some changes from the original regulations published on June 11, 1974 include:

1. A definition of qualified handicapped individual is added to assure that persons who are protected under the Act are those qualified to work rather than those who qualify solely to meet the definition of handicapped.
2. The Affirmative Action Clause is

revised to eliminate the three-part structure based upon contract amount. The obligation to prepare an Affirmative Action Program is removed from the contract clause and transferred to a separate section.

The requirement for the submission of an annual report has been deleted. The record keeping requirement has been transferred to a separate section and the time for preserving records has been reduced to one year.

3. A new section is added obligating all non-exempt contractors holding contracts of \$50,000 or more with 50 or more employees to prepare and maintain at their places of business the affirmative action program.
4. The affirmative action policy section has been expanded to include more detailed explanation of the steps contractors may take to fulfill their affirmative action obligation. While no goals and timetables or utilization analyses are required, recruitment, outreach, internal administration and other duties are added.

Finally, and of special interest to handicapped job applicants, are the provisions requiring that all job qualification requirements must be job-related and all information obtained from medical examinations or pre-employment inquiries into an applicant's physical or mental condition must be used in accordance with job-related standards. An individual no longer needs to be certified as handicapped by Vocational Rehabilitation.

Any applicant for employment with a company that has Federal contracts exceeding \$2,500 or any employee of that Federal contractor may file a written complaint with the U.S. Department of Labor.

The complaint must be filed within 180 days from the date of the alleged violation. Complaints must be signed by the handicapped individual or his or her authorized representative and must contain the following information:

- (1) Name and address (including telephone number) of the complainant, (2) name and address of the contractor or subcontractor who committed the alleged violation, (3) a description of the act or acts considered to be a violation, (4) a signed statement that the individual is handicapped or has a history of a handicap or other documentation of impairment or was regarded by the contractor as having an impairment, and (5) other pertinent information available which will assist in the investigation and resolution of the complaint, including the name of any

known federal agency with which the employer has contracted.

This complaint or any additional information about Affirmative Action for the Handicapped can be addressed to Dr. Robert J. Gnidziejko, Handicap Employment Officer, Office of Federal Contract Compliance Programs, U.S. Department of Labor, 3535 Market Street, Philadelphia, Pennsylvania 19104.

ARIZONA ASKS U.S. FUNDS FOR J.D./L.D. PROGRAM

*Eli Task
President ACLD*

*Reprinted from ACLD Newsbrief, # 107,
March 1976 Association for Children
with Learning Disabilities*

A proposal for a Federal grant program on Juvenile Delinquency/Learning Disabilities—a proposal titled R.I.D. (Rehabilitate Incarcerated Delinquents)—has been submitted by Dorothy Crawford, president of Arizona ACLD, to LEAA (law Enforcement Assistance Agency.)

The objectives of R.I.D., Mrs. Crawford explains, are to develop a model program for diagnosing the problem, and a relevant educational and rehabilitation program for incarcerated youth with learning disabilities in at least one penal institution in each state.

The proposal was approved by ACLD's Adolescent Affairs Committee and given sanction by ACLD's Board at the September 1975 meeting.

The proposal would provide funds for each state ACLD to have paid conferees from the various concerned professions attend a regional symposium—and to form a committee thereafter to attack the problem within each state. The regional symposia would be conducted in centers that would involve several state ACLD affiliates as catalysts and co-sponsors. "Vital information which will help to perpetuate the goals of the symposia will be continually exchanged—and will serve as a growing textbook on the juvenile with a learning disability," Mrs. Crawford proposes. As the various disciplines involved are brought together for information and planning, an important goal would be to develop means of identifying vulnerable children and youth before they become involved with the law—and to plan ways of preventing further complications.

The R.I.D. project came about, Mrs. Crawford says, because of a conference cosponsored by Arizona ACLD on Juvenile Delinquency/L.D. last March. "The response was overwhelming," she

reports. Encouraged by their Congressman, ACLD submitted its proposal last August.

A number of ACLD State affiliates have already had successful conferences on this problem (most notably Texas), but, Mrs. Crawford points out, this project would go one step further. There would be a year-long consortium following the conference to attack the problem within each state—and funds for a second regional symposium the following year to make use of information gained.

Letters of endorsement have been received from the National Council of Juvenile Court Judges, from Senator Birch Bayh and from other agencies and groups, Mrs. Crawford reports.

Arizona ACLD would be the grantee, and would provide headquarters for the administration of the project.

"Each new-born infant has built into his genes a program for maturation. Some infants, however, have difficulty getting started on this developmental march toward adulthood; their pace is erratic. In some areas of development they remain naive. It seems as if someone forgot to wind up the genetic time clock and the infant stands still developmentally.

"How can we help this infant get his time clock started?..... We can help the vulnerable infant by helping him bridge the gap between the demands of his environment and his arrested ability to handle problems of daily life....All children, from the moment of birth, must learn to solve problems in order to survive.

"When they do this, infants learn how to grow up. Young children learn how to become more effective human beings. Teenagers learn how to become more efficient adults."

HENDERSHOT-HORNBECK'S SUCCESSOR

"I'll pick up essentially where *Dave (Hornbeck)* leaves off, particularly in his management-by objectives efforts. However, I'll probably have some of my own techniques and approaches to carrying out the job of executive deputy secretary."

This is how *Robert "Bob" Hendershot* commented shortly after the news was out that he was tabbed by *Gov. Shapp* as Hornbeck's successor as executive deputy secretary of education. He says he expects to begin working in the PDE in early July.

However, the PDE will not be new to him, since he was with the department from 1957 to 1960 as personnel director, left for a year and then returned for another 18 months as director of the then Bureau of Licensing.

Hendershot said he thinks education,

as a social force, has had both "some of the most dramatic successes in American society—and some of the most glaring failures. Our job, it seems to me, is to build on the successes."

Bob is a native of Philipsburg, Centre County, and a 1955 political science graduate of Penn State. He is presently working on a graduate degree in public administration at Penn State and expects to receive his master's degree in June.

He has worked for a number of federal and state government groups and agencies down through the years. From 1955 he was a personnel technician in the Governor's Office of Administration; from 1957 to 1960 he was the PDE's personnel director; for the next year he was administrative officer in the Bureau of Animal Husbandry in the state Department of Agriculture; from 1961 to early 1963 he directed the PDE's then Bureau of Licensing; for the next year he was a program analyst in the Office of Budget and Finance in the U.S. Department of Agriculture; from 1965 to 1966 he was branch chief of the Food Stamp Division of the USDA; from 1966 to 1969 he was state executive director of the USDA's Agriculture Stabilization and Conservation Service.

Bob's current position is federal-state coordinator for the majority staff of the state House of Representatives—a job he began in 1969. He monitors the activities of Congress to keep legislative leaders informed of federal bills affecting the Commonwealth and prepares state legislators' comments on federal legislation.

He is past president of the Central Pennsylvania Chapter of the American Society for Public Administration, a member of fraternal groups, an elder in the Presbyterian Church and president of the Lower Allen Township Democratic Association. And he is part owner and manager of a 230-acre farm.

GOVERNOR'S CONFERENCE ON HANDICAPPED INDIVIDUALS BEGINS PLANNING REGIONAL FORUMS

The first orientation meeting for Planning Committees for Regional Forums in the western regions of Pennsylvania was held at Indiana University of Pennsylvania on May 11, 1976.

Region 5 consists of the counties of Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Lawrence, Washington and Westmoreland. Mr. Dan Torisky, 738 Greenleaf Drive, Monroeville, PA 15146, parent of a handicapped son, will serve as temporary chairman of Region 5.

Region 6 consists of the counties of

Cameron, Clarion, Clearfield, Crawford, Elk, Erie, Forest, Jefferson, McKean, Mercer, Potter, Venango and Warren. Dr. Gertrude A. Barber, Exec. Dir., Gertrude Barber Center, 136 East Avenue, Erie, PA 16507 will serve as temporary chairman of Region 6.

Region 7 consists of the counties of Bedford, Blair, Cambria, Fulton, Huntingdon, Juniata, Mifflin and Somerset. Mrs. Isabel Rosenbloom, Exec. Dir., UCP of Southern Alleghenies Region, 616 Somerset Street, Johnstown, PA 15901 will serve as temporary chairman of region 7.

An orientation meeting for those in the eastern section of the state was held in late May. These were Region 1, consisting of Bucks, Chester, Delaware, Montgomery and Philadelphia counties. Region 2 consisted of Berks, Carbon, Lehigh, Monroe, Northampton and Schuylkill counties. Region 3 consisted of Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry and York counties. Region 4 consisted of Centre, Clinton, Columbia, Lycoming, Montour, Northumberland, Snyder and Union. Region 8 consisted of Bradford, Lackawanna, Luzerne, Pike, Sullivan, Susquehanna, Tioga, Wayne and Wyoming.

WHY A NEW ANSI STANDARD

We hear a great deal these days about standards, codes, criteria, and laws mandating that accessibility features be incorporated in the design of buildings. The myriad efforts of this direction are reaping some significant gains, to be sure. Along with the gains, however, is an increased confusion on the part of building code administrators and other charged with implementing these laws. It is generally agreed that a need exists for a uniform base line to assist these efforts in developing design criteria, revising building codes, and strengthening legislation for accessibility.

The HUD-sponsored project to update the ANSI A117.1 "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped," aims at preserving the uniformity of the original standard, which is now referenced in laws, building codes, and other ordinances across the country. The members of the Secretariat to the new ANSI Standard Project (NESSCCA, President's Committee on Employment of the Handicapped, and HUD) believe such uniformity is essential for any long-term success in the current efforts to eliminate barriers.

It is generally agreed that the ANSI system for developing a national standard is the best route to go for a uniform base to gain accessibility for handicapped

persons. For one thing, the Institute requires a "Standards Committee" with a membership reflecting all interests encompassed in the proposed standard. The new ANSI Standard Project involves these interests not only as Committee members, but also through its four "Advisory Panels" representing consumers, professionals, regulatory agencies, and the building industry. A two-day conference of the Advisory Panels, held at Columbia University in New York on April 1 and 2, showcased the wide range of interests which need to be synthesized for consensus and approval required by the Standard Committee as required by ANSI.

Following the conference, National Easter Seals and the President's Committee met with HUD staff to identify ways to gain further input from the Standards Committee/Advisory Panels' members in the final development stages of the new standard.

PARENTS JOIN TO FIGHT TUBEROUS SCLEROSIS

A new non-profit national society has been formed to help adults and children suffering from a severe neurological disorder called Tuberous Sclerosis. The national headquarters of the association is in California. Recently a chapter has been formed in Massachusetts.

Tuberous Sclerosis (TS) is a disease which effects the central nervous system. It occurs as often as 1 in 10,000 births. Medical information is sparse. No significant research has been done to combat this disorder. Public awareness (even among practicing physicians) is extremely low. TS usually causes retardation in varying degrees, all types of seizures, various skin lesions, as well as tumors or tubers that can occur in the brain and/or almost any vital organ. This disease almost always shows itself in the first year of life, but is sometimes misdiagnosed or overlooked because of the varying ways in which it may first manifest itself.

Some of the objectives of NTSA are: 1) To find TS cases 2) To provide communication about TS among patients, parents and doctors; 3) To share sources of information for medical, therapeutic and educational help; 4) To foster genetic research and counseling and 5) To promote funds for research for prevention and control of TS.

Inquires concerning TS may be addressed as follows:

NATIONAL TUBEROUS SCLEROSIS ASSOCIATION

National Headquarters
P.O. Box 159

Laguna Beach, CA 92652

Executive Director:

Ms. Adrienne Hulce

Telephone: (714) 494-8900

INTRODUCING PROJECT CONNECT

Project CONNECT is a component of Pennsylvania's State Plan to carry out Part B of the Education of the Handicapped Act (EHA-B) as amended by Public Law 93-380. The plan as a whole is administered by the Division of Special Education, Bureau of Special and Compensatory Education, Pennsylvania Department of Education.

Pennsylvania's educational system includes 29 intermediate units (IUs) which provide supportive pupil services to school districts. This support includes special education programs and services for handicapped children. Under the EHA-B State Plan, each Intermediate Unit has primary responsibility for identifying, evaluating, and serving handicapped preschool children. The Pennsylvania Department of Education has allocated 5.2 million dollars to provide preschool systems through intermediate units as well as materials centers and resource systems which serve the entire state. (The above figure is for fiscal year 1975-76.)

Developers of the State Plan saw the need for a statewide supportive program to assist IUs in planning, training staff, coordinating services and disseminating information. This is the role of CONNECT, established with an ERA-B grant.

CONNECT staff will provide support in the following six areas:

1. Public Awareness of programs and services.
2. Location and identification of handicapped children.
3. Diagnosis and Evaluation of the preschool child.
4. Instructional Programs and Related Services.
5. Tracking of Services delivered to preschool handicapped children.
6. Educational Resources

If you have any questions about CONNECT, please call Fred Davis, Project Director, at (717) 783-3238, or write to CONNECT, 1-A North Progress Avenue, Harrisburg, Pennsylvania 17109.

NEWS BRIEFS****

PHYSICAL EDUCATION MATERIALS

Physical Education and Recreation for the Handicapped; Information and Research Utilization Center (IRUC) is in its fourth year of operation in collecting, packaging, and distributing information and materials about physical education, recreation, and related areas for impaired,

disabled, and handicapped persons. Various plans and procedures for making information and materials readily available to personnel in the field have been developed. For example, STANDING ORDER and/or SPECIAL GROUP STANDING ORDER PLANS are available. Additional detailed information about each of these plans is enclosed.

The STANDING ORDER PLAN is designed to provide an inexpensive, simple method for receiving latest information about physical education, recreation, sports and related activities for impaired, disabled, and handicapped persons.

There is a large number of other materials concerning the disabled that can be secured from IRUC. For further information contact:

Julian V. Stein, Director
Information & Research Utilization
Center (IRUC)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

CHEFF CENTER FOR THE HANDICAPPED

Cheff Center for the Handicapped is the first approved riding therapy center in the United States to be recognized by the North American Riding for the Handicapped Association (NARHA). It is also the first approved training center in this country for instructors who wish to teach horseback riding to impaired, disabled, and/or handicapped persons. The center began accepting students in January 1970, and is operated at no cost to children with various handicapping conditions. Students must be recommended by a physician and have their physical condition assessed by a physical therapist before being accepted in the program.

Situated on 300 acres of land between Kalamazoo and Battle Creek (Michigan) the center includes a 420 foot building with a blacksmith shop and enclosed viewing and classroom areas. To guard against injury, the riding arena is cushioned with eight inches of sand; students must wear specially designed riding helmets. After a few months of instruction, most students gain sufficient balance and confidence to ride alone. When a student's doctor releases him/her from therapeutic riding lessons, time is made available for pleasure riding at the center at no charge. Future plans call for a complete training and recreation center to include swimming, bowling, field events, archery, riflery, fishing, and camping with dormitories to accommodate those children coming from a distance. The lifestyle at Cheff Center is best described by their motto, *It Is Ability, Not Disability, That Counts.*

THE SCHOOL MEDIA CENTER AND THE PHYSICALLY HANDICAPPED

The Palmer Graduate Library School of Long Island University (C. W. Post Center) and the Human Resources School of Albertson, L.I. are pleased to announce that they have received a grant through Title IIB of the Higher Education Act to conduct a week-long Institute on the subject of The School Media Center and the Physically Handicapped. The Institute will be held from August 1 through August 6, 1976 at both the Human Resources School and the C. W. Post Campus. The enrollment will be limited to 50 professional librarians currently working in the school media center field.

Recent State legislation and other developments have mandated that public schools assume much greater responsibility in accepting the physically handicapped child. This means that the school media center must not only supply services to this new clientele, but also assume the responsibility for disseminating to educators information on how to supply educational services to this group. It is the purpose of this Institute to train school media specialists to supply these services.

The Institute Directors are, Mrs. Ruth Velleman, Librarian of the Human Resources School, and Dr. John T. Gillespie, Dean of the Palmer Graduate Library School. The Institute will involve a variety of instructional methods, including lectures from authorities in the field, panel discussions, media exhibits and field trips. Participants will have an opportunity to discuss problems and concerns related to their own particular situations.

Further details and admission information can be obtained by writing Dean John T. Gillespie, Palmer Graduate Library School, C. W. Post Center, Greenvale, New York 11548.

HANDICAPPED?

As a hushed courtroom watched in amazement and sympathy, a 20 year old mother, using her mouth and tongue, meticulously undressed and dressed her 4 month old daughter.

When she finished, the mother, a quadraplegic, was certain she had won custody of her daughter.

"I was very impressed with the young lady," said The Common Pleas Court Judge who presided over the Family Court Case.

"She's very sensible and has an unusual mental capacity."

"She lifted the child with her mouth and tongue and turned it over with

gentleness and care. She said it was just instinct."

Everyone stood up in amazement when she undressed and dressed the baby with her mouth.

The mother plays the piano, organ and ukelele with her tongue, dials the phone with her tongue and does oil paints with the brush in her teeth.

The mother has underdeveloped arms and legs as a result of a birth defect called arthrogryposis multiplex.

NEW PUBLICATIONS

Under a Bureau of Developmental Disabilities Grant, the Massachusetts Department of Mental Health has produced two manuals for use in the field of mental retardation. Working With Families: Guidelines to Develop and Provide Counseling and Education Services to Families with Developmentally Disabled Children includes sections on concerns of parents and a description of different models of service delivery. The second manual, A Guide for Parents: Helping Your Child To Grow and Learn is an accompaniment to the former manual, aimed at helping the family to understand and to help their handicapped child reach its highest developmental potential. For further information, contact: Alan Kraushaar / Donna Sweedler, 190 Portland Street, Boston, Massachusetts 02114.

Measuring the Effectiveness of our Services to the Disabled". This publication contains the proceedings of the professional institute held during the 52nd annual convention of the Easter Seal Society of Crippled Children & Adults of Pennsylvania.

The following, plus many similar other publications are available through the Information and Research Utilization Center In Physical Education and Recreation For The Handicapped (IRUC), 1201 Sixteenth St., N.W. Washington, D.C. 20036

Expanding Physical Education Services to Pupils With Handicapping Conditions: Summary Report. Madison, Wisconsin: Department of Research and Development, Department of Specialized Educational Services, Madison Public Schools.

A report from the Adaptive Physical

Education Task Force in Madison Public Schools, Wisconsin is presented following an investigation of need to broaden the scope of physical education and recreation services to students with handicapping conditions. The study was initiated after large numbers of handicapped students were identified for enrollment in adapted physical education programs due to state recommendations and laws and educational standards of Wisconsin Department of Public Instruction. Alternative/adaptive programs were established to supplement mainstreaming programs at each school. Sections of the report include: 1) position statement, 2) needs assessment, 3) planning/development model, 4) model for identification procedures, 5) needs assessment model, 6) long range implementation objectives (1974-75), 7) staff development and training proposal (1974-75), 8) implementation strategies for handicapped students at four schools, 9) proposal for adaptive/alternative program at one school, and 10) overall plan for school-community recreation program.

Jean Calder (Editor). Discover: Special Issue Playgrounds. Brisbane, Australia: Australian Council for Health, Physical Education, and Recreation (Special Interest Section Exceptional Members of the Community)

This special issue of the Newsletter of the Australian Council of Health, Physical Education, and Recreation Special Interest Section on Exceptional Members of the Community is devoted to practical and functional ways of providing movement, play, and recreational experiences on playgrounds for mentally retarded and physically impaired children. Ideas, suggestions, and examples of successful approaches and programs contained in separate articles submitted by individuals from all sections of Australia. Clear and concise drawings and illustrations of many of the devices, much of the equipment, and most products make it possible to construct and reproduce each of these items with little difficulty. Emphasis of most articles is upon simple, free, and inexpensive items that can be used in either structured/formal or exploratory/informal approaches. Articles deal with adventure playgrounds, confidence courses, children's play and creativity,

special facilities, and specific programs. Dispersed throughout the publication are guidelines, recommendations, and considerations for planning and implementing these programs alone with listings of appropriate resource materials.

Violet Jane Pauls. The Status of Intramural Programs for the Handicapped in the Member Schools of the National Intramural Association: Guidelines for the Development of a Program. Master's thesis. Tempe Arizona: Arizona State University.

Purposes of this study were to: determine the status of intramural programs for impaired and disabled students in member schools of the National Intramural Association and establish guidelines for developing adapted intramural programs at the college/university level. A questionnaire was sent to directors of intramural activities/sports to determine status of intramural programs for impaired and disabled students attending NIA member schools. Of 255 member schools, 12 had complete or partial adapted intramural programs for impaired and disabled students. Types of impairments and disabilities of students in these programs are discussed. Guidelines for establishing programs, developing functional forms, formulating intramural and recreational objectives, assessing qualifications of personnel, planning activities and adapting facilities are also presented. More study, research, and reporting are needed to stimulate adapted intramural programs and further meet needs of impaired and disabled college/university students through such activities.

Carl J. Moskalik, Stephen L. Owen, Barbara A. Deem, Steven Joos, and Steve Scott. Therapeutic Recreation Services: Why Recreation for the Handicapped in a Municipal Setting. San Jose, California: Parks and Recreation Department, Division of Special Services, April 1974.

This paper presents a general overview of the philosophy, goals and objectives of the program of therapeutic recreation services in the San Jose (California) Parks and Recreation Department. Described briefly are year round programs offered through children's services, adult services, and sports and special events for mentally retarded, mentally ill, and physically impaired individuals. This paper describes the composition of the department's staff and its interdisciplinary approach to staffing. Brief sections are devoted to funding procedures of the department

and listings of cooperating agencies and resources which the San Jose Recreation Department has found useful in the development of its successful program.

HOW WAS LAST YEAR?

We have received many requests to be placed on the mailing list of THE GRAND STAND this past year, but I am wondering what our current readers feel about the articles placed in the first volume of our newsletter. Were there any topics we could or should have covered but did not?

THE GRAND STAND does not subscribe to any particular concepts in the various articles, but does promote the concept of idea sharing.

This newsletter is offered as another means of communicating with all agencies concerned with the handicapped. It can be your means of sharing ideas and innovations with others who are attempting to assist the physically handicapped make that GRAND STAND. If you are involved in or aware of any activity or information, or feel strongly about any issue concerning the handicapped, you are invited to submit an article of any length for publishing in the newsletter. The best innovation or idea means little or nothing unless you tell someone about it.

Articles for publication will be accepted by the Editors:

George W. Severns, Jr.
Publications Chairman
THE GRAND STAND
Room 500, Education Bldg.
Harrisburg, PA 17126

or
John H. Snyder
Governor's Advocate for the
Physically Handicapped
500 State Street Building
Harrisburg, PA

THE GRAND STAND
Room 500 Education Building
Box 911
Harrisburg, Pennsylvania 17126

MARK YOUR CALENDAR

June 1-5, 1976
AAMD Conference
Chicago, Illinois

June 13-15, 1976
XIII World Rehabilitation Congress
Tel Aviv, Israel

June 13-17, 1976
National Conference on Social Welfare
Washington, D.C.

June 16, 1976
Governor's Committee For The Physically
Handicapped
Meeting G-24 Museum Bldg. - 10:00 A.M.

June 16-19, 1976
PARC
State Convention
Downingtown, Pa.

June 17, 1976
State Task Force on Right to Education
Meeting
123 Forster Street
Harrisburg, Pennsylvania

June 27-29, 1976
United Cerebral Palsy
Spring Adult Association Conference
Hershey, Pa.

June 28-29-30, July 1, 1976
8th Annual Institute on Therapeutic Recreation
Contact: Susquehanna University,
Selinsgrove, Pa.
Gail R. Neckel, Institute Director
Whitehaven State School
Whitehaven, Pa. 18661

June 28-30, 1976
Spring Conference - Adult Handicapped
Association of Pennsylvania
Sheraton Inn - New Cumberland, Pa.
Contact Harold R. Snyder, Executive Director
United Cerebral Palsy of Penna.

August 1-6, 1976
Institute on the School Media Center for the
Physically Handicapped
Palmer Graduate School Library of Long
Island, N.Y.
Contact Dean John D. Gillespie, Palmer
Graduate School Library
Green Vale, N.Y. 11548

September 12-16, 1976
American Academy for Cerebral Palsy Annual
Meeting
Los Angeles

September 1976
Governor's Conference on Handicapped
Individuals
Regional Conference

Oct. 19-22, 1976
American Society of Directors of Volunteer
Services Convention
Denver, Colorado

Oct. 20-21, 1976
HAP Fall Conference
Pittsburgh Hilton

Oct. 21-22-23, 1976
Penna. Easter Seal Society State Conference
Sheraton - Conestoga Motel
Lancaster, Pa.
Contact William E. Graffius - Executive
Director - Pa. Easter Seal Society
Fulling Mill Road, Middletown, Pa.

Nov. 3-4-5, 1976
Annual Conference of the
Pennsylvania-Delaware Chapter American
Association of Workers for the Blind
William Penn Hotel in Pittsburgh
Anyone wanting information concerning this
conference should contact
Leroy J. Battwy,
President Elect
The Greater Pittsburgh Guild for the Blind
311 Station Street
Bridgeville, Pa. 15017

Dec. 1-2-3, 1976
Governor's Conference on Handicapped
Individuals
Hershey Convention Center
Contact Mr. John Snyder
Governor's Advocate for the Physically
Handicapped
Phone: (717) 787-8348

May 24-29, 1977
White House Conference on Handicapped
Individuals
Washington, D.C.

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